

Organisation name	Anglo-Continental School of English, Bournemouth
Inspection date	9–11 May 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M18 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Anglo-Continental School of English, Bournemouth in May 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Anglo-Continental School of English is a family-run business which has been providing language courses in Bournemouth since 1950. The school is situated a fifteen-minute walk from the centre of Bournemouth. The educational programmes offered include a general English programme, an executive programme, professional training programmes (including aviation and technical English), a business and specialised programme, an examination programme, and an over-50s programme, a teacher training programme, a vacation programme and a young learner programme.

This compliance-only inspection took the equivalent of two days over three days and was conducted remotely. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises. The inspectors held meetings with the managing director, academic head, course co-ordinator, personnel manager, marketing manager, accounts manager, facilities manager, communications manager, homestay co-ordinator and student support counsellor. Focus group meetings were held with teachers, students and group leaders. The co-inspector spoke to two homestay hosts and was given a virtual tour of the properties. All teachers timetabled during the inspection were observed.

Address of main site/head office

29-35 Wimborne Road, Bournemouth BH2 6NA

Description of sites visited/observed

The school, situated on a main road leading into the centre of Bournemouth, consists of four large buildings on one site, numbers 29, 31, 33 and 35. The buildings are separated from the road by a large garden and parking area. Number 29 is used exclusively for vacation and young learners' courses. The other three buildings house the main school, the executive centre and management offices.

Each of the four buildings contains classrooms. The executive centre (EC) is housed in 33, in an area comprising a staffroom, a common area and two classrooms; it also makes use of a number of small classrooms in 33 and 35. Building 33 also houses the senior management office on the first floor. The learning centre is on the second floor. Student services and marketing staff work in 31, next to the reception area. The IT services department and the accounts department are also located in 31. Bridging 33 and 35 is a large modern ground floor student centre which serves hot food, snacks and drinks. It also doubles as a student relaxation area and leads onto a garden and patio on the roadside of the school. Behind 29 there is a dining area/multi-function space for use by young learner students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 and 17 are enrolled on both adult courses and on vacation courses, which are for students aged 16 and over. Junior courses are for students between the ages of 10 and 16. The following courses are run: general English, executive English, business and specialised English, examination classes and a fifty-plus course.

Management profile

The school is overseen by the director and the managing director. The managing director leads the management team which comprises the personnel manager, the academic head, account manager, IT services manager, facilities manager and marketing manager.

Academic programmes are managed by the academic head, supported by two course co-ordinators, one for young learners and one for adults, as well as the professional training supervisor.

The student services co-ordinator manages accommodation and student support. The leisure programme is managed by the personnel manager who is also the designated safeguarding lead.

Accommodation profile

The school offers homestay accommodation, which is managed by the school itself. It is offered with a travelling time of less than 30 minutes from the school and some rooms are available with a private bathroom. Standard accommodation for 16 and 17 year olds is a shared twin bedroom. Any guest house or hotel accommodation recommended is monitored by the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, staff management including communication is very good. Student administration is carried out very efficiently and effectively, although emergency contact information is not recorded systematically.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very pleasant environment for work and relaxation. A good range of learning resources is available and appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design meets the students' needs effectively, and they are managed and supported well. Teachers receive good support and guidance, and overall the courses are managed to the benefit of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The general needs of students for day-to-day security and safety are met. The accommodation seen was of a good standard, and management systems are effective. There is a variety of age-appropriate social, cultural, educational and sporting activities with appropriate supervision and event-specific risk assessments.

Safeguarding under 18s

The provision meets the section standard. There is a clear and comprehensive safeguarding policy which is made known to all relevant parties. There are satisfactory arrangements for student accommodation and leisure activities. Staff and homestay recruitment procedures are managed effectively, and supervision ratios meet the Scheme's requirements. There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement describing the school's well-established values and mission, which results from consultation and reviews. This is made known to staff and students through handbooks and policies, and is expressed in student-friendly language. There is a strategic plan with realistic objectives for the future of the school. The structure of the organisation is clearly articulated by the leadership team, and communicated appropriately to staff and students. The structure is supportive of school systems and includes sufficient cover for key posts. Communication is a comprehensive and appropriate blend of formal and informal, and is effective. There are very good systems in place to collect, collate and act upon feedback from students and staff. A detailed self-evaluation document is in place and up to date.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and procedures are appropriate and made known to staff through detailed handbooks and contracts of employment. Job descriptions are in place for all members of staff and are reviewed regularly, although review dates are not recorded. Recruitment policies and procedures are appropriate, demonstrated by comprehensive record keeping and staff files. Induction procedures are effective and well documented. Appraisals take place annually and focus on target setting for staff. All staff are engaged with continuous professional development, and are offered a range of opportunities.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student feedback asks for comments on the helpfulness and friendliness of all staff, and levels of customer service, and is very positive. Pre-arrival advice and guidance is comprehensive and communication with students and their agents is thorough and prompt. The systems for enrolment, cancellation and refunds are managed very effectively by the administration team, supported by an appropriate database. Records of payment and course details are up to date. Student information is recorded, but emergency contact details are not recorded systematically meaning that some students' details are incomplete. Absence and lateness policies and procedures are appropriate. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The provider's main publicity materials are the website, social media, a general prospectus, and a range of prospectuses for specialist courses. The website is available in eleven languages.

Publicity is attractive and mostly gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. Course information is comprehensive and easy to find. Costs of tuition, additional materials and the leisure programme are clearly stated. Sufficient information is given in regard to the care of students under 18. The description of accommodation types and services is clear and accurate. Descriptions of teaching staff's ELT qualifications are inaccurate. Claims to accreditation are in line with Scheme requirements.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

The school building is in a good state of repair and decoration with a dedicated team on site for ongoing cleaning and maintenance. Students and teachers in the focus groups confirmed that the premises provide a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout, although it was not possible to assess factors such as ventilation. There are excellent facilities in place for staff and students to relax

including a restaurant serving meals, snacks and drinks. Signage and noticeboards are clear and provide all of the required information for staff and students.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a good selection of learning resources for both students and teachers, including computer and printing resources for teachers. Since the last inspection, the school has introduced a virtual learning environment. Technology at the school is well maintained by a dedicated, on-site team. There is a range of self-study materials available for students. The review and development of resources takes into account feedback from students and teachers. An extensive review is planned for the post-summer period.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All members of the academic staff except one have a Level 6 qualification. A rationale provided for the one teacher without a Level 6 qualification was accepted on the basis of their life experience and engagement with adult education. The teaching team has a range of knowledge, experience and skills, which is very well matched to the school and the students. The majority of teachers are TEFLQ, with the remainder being TEFLI. The academic managers are both TEFLQ with extensive teaching and management experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

The academic managers have very good knowledge of teachers' experience and skills and match them appropriately to courses. The timetabling of students, teachers and courses is well managed. Cover arrangements are appropriate and effective. Information and guidance on continuous enrolment is available to teachers. The teacher focus group confirmed that the academic management team is available and supportive. Following a pause in observations during the global pandemic, systems are being put back in place for the observation and monitoring of teachers' performance, but at the time of the inspection, a number of teachers had not been observed in the past 12 months.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design has a very clear rationale which is effectively communicated to teachers and students. Course outlines for students are provided. Courses are reviewed annually in response to student and teacher feedback. Learning strategies are focused on during the course, and students are given activities to extend their learning outside the classroom.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. The ongoing monitoring and support of students through assessments, one-to-one meetings and mid and end-of-course tests is effective. Academic reports are available to all students, as is advice regarding examinations and access to mainstream UK education.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English including one-to-one lessons.

Comments

None.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Examples and explanations were clear and relevant, and teachers mostly provided appropriate models of the language. In a minority of cases, the language modelled was overly simplified and was not appropriate.

T24 In the majority of cases, students' needs and backgrounds were identified in the plan and were well accommodated in the class. However, in a small number of cases, the plan and the lesson lacked linguistic content and structure and it was not clear how they would meet students' needs.

T25 Lessons were mostly coherent and progressed logically with teachers effectively signposting learning for students. However, in a number of cases, lesson aims and outcomes stated what the students would do in the class rather than what they would learn, and were therefore not effective learning outcomes.

T26 Overall there was a good range of techniques displayed and they were appropriate to lesson content. This included effective elicitation, contextualisation, focus on communicative skills or sub skills and work on pronunciation.

T27 The classroom and resources were managed with confidence. There was good use of interactive whiteboards, and effective placement and movement of students in the classroom space. In most cases, the coursebook materials were used effectively bringing them to life and pulling them off the page.

T28 Some classes included very effective monitoring, correction and feedback for students and some appropriate drilling of oral language. However, a minority of segments observed had very little evidence of feedback and correction of students.

T29 In the majority of segments there was effective concept checking, and questioning was used to check on learning and to extend students' understanding where appropriate.

T30 Teachers created a warm positive learning environment overall, and students were mostly engaged and involved. Stronger segments included very clear instructions and excellent use of voice, gesture, position of teacher and students and movement within the classroom to promote engagement. Weaker segments did not include these features, resulting in students losing engagement.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. In most cases, lessons had been carefully planned with learners' needs and course objectives in mind. The techniques used were appropriate to the age range, and classroom resources were managed well. Teachers had usually given thought to the evaluation of learning and feedback to learners and had created an atmosphere conducive to learning.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments, emergency planning and evacuation drills are in place to ensure the safety and security needs of students. Students receive pastoral care from trained staff and are well looked after. A 24-hour emergency contact number is provided and always available to students. The student handbook contains information on life in the UK and students have access to health care as required.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

Students responded positively about the comfort of the accommodation provided by the school and the two homestays visited (remotely) were of a good standard. Cleaning and laundry arrangements are satisfactory and homestay providers are regularly visited. Safety checks and risk assessments are carried out, with written records being held by the school. Students receive comprehensive information about their allocated accommodation in time, and procedures for identifying and solving any problems are effective. Students were satisfied with the meals provided.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	

Students are provided with assistance if they wish to live in private, rented accommodation. Recommended guesthouse and hotel accommodation is monitored with regular visits by school staff with written records held on file.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

The leisure programme is under the direction of a named person with specific responsibilities. Students are always provided with activities appropriate to their age and interests. Activities are thoroughly risk assessed and well resourced. Staff being used to arrange and supervise sporting and leisure activities are appropriately recruited and well trained.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive regular training and updates. The recruitment of staff and homestay providers follows strict safety guidelines, and students are supervised at all times during classes and activities. There are rules and curfews for students of different ages and these are monitored. Parents or guardians receive appropriate information about the level of care provided and complete a parental consent form. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	2018
Subsequent spot check (if applicable)	2019
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated teacher training courses; Professional training course for Raters (assessor training).
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	8 August 1950
Ownership	Name of company: Anglo-Continental Educational Group Ltd Company number: 174957
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None.
Details of any additional sites not in use at the time of the inspection	None.

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	57	79
Full-time ELT (15+ hours per week) aged 16–17 years	11	67
Full-time ELT (15+ hours per week) aged under 16	29	48
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	97	194
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Thai	Brazilian, Taiwanese, Turkish, Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	23	24
Adult programmes: typical length of stay	12 weeks	10 weeks

Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Japanese, Colombian	Saudi Arabian, Turkish, Korean, Omani
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Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	24
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	26	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	45	40
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	12	0
Overall totals adults/under 18s	57	40
Overall total adults + under 18s	97	